

2011-12 Gates: Pre-College Math Grant EVCC_APP8068
Status: Submitted

Applicant Information

Organization: Everett Community College
Consortium: No

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Contents

Section 1

Project Participation

1A. Provide an updated list of the college faculty/staff who are *core team members* involved in leading and/or implementing the project.

Michael Nevins, Lead, Full-Time Faculty Developmental Mathematics,
mnevins@everettcc.edu

Tophe Anderson, Full-Time Faculty Mathematics, cranderson@everettcc.edu

Peg Balachowski, Full-Time Faculty Mathematics, mbalachowski@everettcc.edu

Kevin Bolan, Full-Time Faculty Mathematics, Department Chair 2009-2010,
kbolan@everettcc.edu

Andrea Cahan, Associate Faculty Mathematics, acahan@everettcc.edu

Christopher Quarles, Full-Time Faculty Mathematics, cquarles@everettcc.edu

Heidi Weiss-Green, Full-Time Faculty Mathematics, hweiss@everettcc.edu

1B. Estimate the approximate percentage of math department members (full-time and part-time/adjunct *separately*) who have participated in some kind of project-related activity (campus events, use of CATs, classroom exchanges, etc.).

Full-Time: ~90%

Only one full-time faculty has not attended RPM-related meetings or participated in the use of CATs/Classroom Exchanges. This faculty member teaches off-campus with the ORCA program and is often not available to make meetings on campus.

Part-Time: ~90%

If my estimate is correct, only one part-time faculty member has not attended RPM-related meetings or participated in the use of CATs/Classroom Exchanges. He started with the department spring 2011 and taught one night course.

Section 2

Progress Report on Project Activities and Challenges

2A. One of our core project themes is to make learning and teaching “visible” through incorporating the common practices of 1) *classroom observations/exchanges* and 2) *classroom assessments* into 3) *faculty inquiry* efforts at each of the project colleges. Describe to what extent and in what ways you have incorporated these three areas of practice into your project over the past year, including who in the department has been involved with each area.

As described in 2B, we have focused the majority of our project-related efforts towards evaluating and changing our developmental curriculum and placement system. With that said, Peg Balachowski led several discussions about the use of CATs during department meetings. As a result of these discussions, many faculty members used CATs in their classroom during spring quarter and discussed their experience. Tophe Anderson organized a FIG about classroom exchanges. The FIG was comprised of six faculty from around campus. The math, developmental education, adult basic education, and chemistry departments were all represented in this FIG (3 math faculty). With most of our intended curriculum changes behind us, the core team plans to spend the bulk of next year collecting data on our curriculum changes and working to develop a culture of visible teaching and learning in our department’s classrooms.

2B. Describe other specific project-related activities you and your team have done since last summer; by the end of year 2 of the grant (August 31, 2011), what will your team have accomplished toward the overall stated goals of your project?

During the past year, our department implemented major elements of our project plan and collected data to assess the success and achievement of our students. For the second consecutive year, a conference for high-school math and science instructors was organized by our department. Andrea Cahan took the lead in organizing the event and contacting attendees from local high schools. During spring quarter, Kevin Bolan introduced the alternative placement model that he developed with the help of local high school math instructors. The alternative placement model allows student to use their high school transcripts to place into EvCC math courses (at the advisement of a math instructor). The Math 91/92 sequence Elementary/Intermediate Algebra was introduced during winter quarter. This two course sequence replaces a Elementary/Intermediate Algebra review course, Math 90. This sequence addresses concerns voiced by part-time and full-time faculty regarding our algebra courses. Math 98: Intermediate Algebra in Context was introduced spring quarter. This course is designed for non-STEM majors. Math 98 was designed to be much different than our current developmental mathematics courses in curriculum, pedagogy, assessment, and the use of technology. In short, Math 98 is a project-based learning course which introduces concepts in

Intermediate Algebra using real-life situations and data. During February, the department met for RPM Directions, a retreat designed to organize the department on our project work and solicit thoughts for the future of our developmental math courses. 14 math faculty were able to attend this 4-hour retreat (in part or in whole). During spring quarter, the MOLE Taskforce began meeting to discuss changes to the Math Learning Center. For the MOLE Taskforce, Michael Nevins met with faculty from Bellingham Technical College, Skagit Valley College, and Centralia Community College to discuss their use of technology, math labs, and modular curricula. Most notably, the taskforce designed a modular option for students placing into the lowest levels of our developmental math curriculum. This option will be available to our students fall 2011.

By the end of year 2, the MOLE Taskforce will have continued its work with changes to the Math Learning Center (MLC) including a modular option through developmental mathematics and the assessment of the professional/technical math courses offered in the MLC. Also, we will have gathered and assessed data regarding the curriculum changes we made during phase II of the grant. Several FIGs will have been organized and facilitated by members of the department in regards to CATs, Xchanges, Math 98, and the Math 91/92 sequence. Finally, in order to continue the development of a useful student attributes curriculum for developmental math students, Peg Balachowski and Andrea Cahan have designed a plan to integrate a curriculum in to their pre-algebra course during fall quarter 2011. Towards the same effort, Brett Kuwada (a counselor) and Michael Nevins will collaborate on a learning community with elementary algebra and a human development course during winter 2012.

2C. What have been the key challenges/obstacles you have encountered so far in organizing your team and the work of your project, and how are you addressing them? In particular, what challenges and issues have you encountered in considering and implementing the core practices in the context of the goals of your local project work?

The key challenges we have faced in our project work relate to advising our students through our curriculum changes. Our faculty have met often with advisors around campus, but there does not seem to be a good understanding of the new options/pathways in our developmental curriculum. Also, we have encountered many advising issues with the development of Math 98. To resolve some of these issues, we continue to work hard with other departments around campus to inform them of the course and its application to specific majors. We have also had trouble with advising future nurses to the course as UW-Bothell has not yet agreed to recognize the course as meeting the Intermediate Algebra requirement for transfer degrees.

As stated before, the main challenge we have had with implementing the core practices is time. We look to focus on these practices during the final year of the grant work.

2D. What else can the RPM project leadership do to help you address these challenges?

To address our advising challenges, we could use help with our institution-wide advising. We would like to continue receiving help with our data collection and assessment of our developmental curriculum and pedagogy. Help organizing and facilitating FIGs would support our efforts as we look to implement several FIGs this next year

Section 3

Data and Evidence

3A. With respect to student achievement or perspectives, what evidence have you gathered or compiled so far? How have you used (or how do you plan to use) that evidence to inform the work of your project?

Data has been gathered on past success and retention rates in developmental math courses.

Data has been gathered on the success of students in mathematics once they complete the developmental sequence.

Data has been gathered on the success of students in Math 91, 92, and 98 (new courses).

Data has been gathered on the highest level of math that students entering our developmental sequence obtain.

Surveys were administered to students in Math 90 during fall 2010 (the final quarter the course was offered).

Surveys have been administered to students in each of the new course offerings (Math 91, 92, and 98).

A survey /test is being developed to assess the intermediate algebra curriculum (Math 91, 92, 98 and 99). This assessment will (hopefully) help us to assess student mathematical understandings and satisfaction upon completion of our intermediate algebra courses. This work is being led by Chris Quarles and began implementation summer 2011.

To this date, most of our data gathering has been used to develop an argument for innovation in our developmental curriculum. Initial data from success rates and surveys in our new courses has not yet offered clear insight into how effective these changes have been.

3B. With respect to faculty perspectives and behaviors related to project goals, what evidence have you gathered or compiled to date? How have you used (or how do you plan to use) that evidence to inform the work of your project?

We have not formally compiled data of this sort. Our data gathering has focused on student learning, success, and retention. We would welcome help organizing data of this sort.

3C. What additional support do you need from the RPM leadership and evaluation team to help you gather and/or use evidence to assess your project-related work?

We have gathered as much data as we have thought useful to our efforts. In collaboration with our Institutional Research Dept. We continue to investigate methods of assessing our curriculum and pedagogy. We would welcome consultation on our efforts and recommendations for future evidence gathering.

Section 4

Budget Narrative

4A. Description of how funds will be used for Project Development Salaries, Wages, and Benefits.

Project Development Salary and Wages	\$38,211.64	Project Development Employee Benefits	\$10,558.55
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8 - 1/3 releases for full-time faculty. Five of these releases will be used for faculty organizing FIGs related to our project work (CATs, Classroom Exchanges, Student Attributes, Math 98, Math 91/92). One release will be given to a faculty member to focus on data gathering and assessment. One release will be given to the MOLE Taskforce as they continue their work with the MLC redesign. [Cost: Wage - $8 \times 4022.33 = \$32178.64$, Benefits - $.30 \times 32178.64 = \$9653.60$]

150 - Part-time hourly wage (@ \$40.22/hr). This money allows us to keep part-time faculty directly involved in our grant work. [Cost: Wage - $150 \times 40.22 = \$6033$, Benefits - $.15 \times 6033 = \$904.95$]

4B. Description of how funds will be used for Project Development Goods and Services.

Project Development Goods and Services	\$500.00
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This money will be used for light refreshments for long RPM-related meetings such as our RPM Directions retreat in February and our year RPM kickoff in fall 2011.

4C. Description of how funds will be used for Project Development Building Rental and Utilizations.

Project Development Building Rental & Utilizations	\$0.00
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4D. Description of how funds will be used for Project Development Travel.

Project Development Travel	\$6,000.00
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This money will be used to allow faculty members professional development opportunities that have been restricted by the current budget issues surrounding the school and state. We have found it extremely important to continue our travel to state-wide, regional, and national conferences as we are engaged in this redesign process.

4E. Description of how funds will be used for Project Development Contracts.

Project Development Contracts	\$0.00
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4F. Description of how funds will be used for Instruction Salaries, Wages, and Benefits.

Instruction Salary and Wages	\$0.00	Instruction Employee Benefits	\$0.00
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4G. Description of how funds will be used for Instruction Goods and Services.

Instruction Goods and Services	\$0.00
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4H. Description of how funds will be used for Instruction Building Rental and Utilizations.

Instruction Building Rental & Utilizations	\$0.00
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4I. Description of how funds will be used for Instruction Travel.

Instruction Travel	\$0.00
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4J. Description of how funds will be used for Instruction Contracts.

Instruction Contracts	\$0.00
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4K. Description of how funds will be used for Administration Salaries, Wages, and Benefits.

Administration Salary and Wages	\$0.00	Administration Employee Benefits	\$0.00
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4L. Description of how funds will be used for Administration Goods and Services.

Administration Goods and Services	\$0.00
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4M. Description of how funds will be used for Administration Building Rental and Utilizations.

Administration Building Rental & Utilizations	\$0.00
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4N. Description of how funds will be used for Administration Travel.

Administration	
Travel	\$0.00

40. Description of how funds will be used for Administration Contracts.

Administration	
Contracts	\$0.00

Budget

Organization: Everett Community College

Activity	Salary and Wages	Employee Benefits	Goods and Services	Building Rental & Utilizations	Travel	Contracts	Total
Project Development	\$38,211.64	\$10,558.55	\$500.00	\$0.00	\$6,000.00	\$0.00	\$55,270.19
Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$38,211.64	\$10,558.55	\$500.00	\$0.00	\$6,000.00	\$0.00	\$55,270.19